



INNOVATIVE: Journal Of Social Science Research

Volume 5 Nomor 3 Tahun 2025 Page 4897-4908

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Developing Project-Based English Learning Activities to Enhance Students' Learning Engagement in Class IX

Ni Putu Ayu Aryaningsih^{1✉}, Putu Kerti Nitiasih², Ni Luh Putu Era Adnyayanti³

Ganesha Education University

Email: ayuaryaningsih77@gmail.com^{1✉}

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterlibatan siswa melalui pengembangan kegiatan pembelajaran bahasa Inggris dengan menggunakan metode pembelajaran berbasis proyek untuk siswa kelas IX di SMPN 5 Singaraja. Berdasarkan data awal, keterlibatan siswa masih rendah: 73% kognitif, 87% emosional, dan 64% perilaku. Penelitian ini menggunakan metode ADDE (Analysis, Design, Development, Evaluation), untuk menghasilkan prototipe. Hasilnya, kegiatan berbasis proyek efektif dalam meningkatkan keterlibatan siswa melalui tugas-tugas yang relevan, kolaborasi, dan pemikiran kritis. Penelitian ini memberikan kontribusi praktis bagi guru dalam memberikan pembelajaran yang inovatif dan berdampak pada keterlibatan siswa dalam pembelajaran bahasa Inggris di tingkat sekolah menengah pertama.

Kata Kunci: *Pembelajaran Berbasis Proyek, Keterlibatan Siswa, Pengembangan Aktivitas Pembelajaran, Sekolah Menengah Pertama*

Abstract

This study aims to enhance students' engagement through the development of English learning activities using project-based learning method for grade IX students at SMPN 5 Singaraja. Based on preliminary data students' engagement was low: 73% cognitive, 87% emotional, and 64% behavioural. This research used the ADDE (Analysis, Design, Development, Evaluation) method, to produce a prototype. As a result, project-based activities were effective in increasing student engagement through relevant tasks, collaboration, and critical thinking. This research provides a practical contribution for teachers in providing innovative learning and impact on students' engagement in English language learning at junior high school level.

Keywords: *Project-Based Learning, Students' Engagement, Learning Activity Development, Junior High School*

INTRODUCTION

Considering that student engagement is critical to current and future success, fostering student engagement is the first focus (Cents-Boonstra et al., 2021). Moreover, student engagement is decisive in the success of learning, which involves active participation in academic, non-academic, and other school activities and striving to achieve learning objectives (Ginting, 2021). Additionally, engagement can be described as students taking an active role as participants in the learning process (Tholibon et al. 2022). Liu & Loeb (2019) analyzed that an important dimension of teacher effectiveness is the ability to engage students in the classroom, most importantly making them present. To find out the student engagement itself is divided into three parts, students' behavioral, emotional, and cognitive states that can affect student engagement and learning outcomes (Gladisia et al. 2022). Therefore, student engagement can greatly impact academic achievement, language acquisition, and overall learning outcomes.

Students' engagement is crucial in academic performance, language acquisition and overall learning outcomes. First, the influence of student engagement on academic performance which includes students' participation, interest and motivation and time for assignment. Further details, students' participation is specified as students who are engaged in the classroom tend to actively participate in arguing, answering questions and class discussions, thus increasing their understanding and knowledge of the material (Li & Xue, 2023). Further, in interest and motivation, students' engagement correlates with increased interest in the subject, which indirectly affects study habits and learning achievement. Second, the influence of students' engagement in language acquisition which includes interaction, practice, and feedback. The first one is interaction and practice that actively

engaged students have a greater chance of practicing using the target language due to in-class interactions such as discussions that can help their language proficiency (Qureshi et al. 2023), and feedback which means students who are involved will more often get feedback from friends and teachers so that they can correct errors in language and improve speaking skills using the target language. Third, students' engagement influences the overall learning outcomes. In the field of influence the learning outcomes related to self-regulation and responsibility and critical thinking and problem-solving skills (Li & Xue, 2023). Overall, student engagement can significantly influence academic performance, language acquisition, and overall learning outcomes. Therefore, it is necessary to create an environment that can encourage students to participate actively, motivate students and their interests so that it can increase student engagement and even student learning outcomes themselves. With this connection, classroom management also plays a role in increasing student engagement.

One important component in the effort to increase students' engagement is classroom management. Thus, effective classroom management is needed. Successful classroom management is the result of the responsibility of both teachers and students, and it can instill motivation and enthusiasm (Franklin & Harrington, 2019). Quality classroom management relates to discipline, which can take the form of establishing clear, stable, and purposeful learning patterns, constantly monitoring students, and setting up an engaging classroom (Havik & Westergård, 2020). In addition, good relationships between teachers and students, a sense of belonging to the class and school, good cooperation, and a sense of responsibility for the classroom atmosphere are strategies that can be applied in creating effective classroom management to support increased student engagement (Gan, 2021). In supporting the strategies of classroom management, methods in increasing student engagement are also indispensable in the implementation process.

Based on the preliminary data, it was found that students were not fully engaged in the classroom. With the elaboration, 73% have not been involved cognitively, there are 87% of students who have not been involved in emotional engagement and 64% of students have not been involved in behavioral engagement out of 33 students. This data was obtained from a combination of observations and interviews of students and teachers in the 9th grade of SMPN 5 Singaraja, the data was collected using a Guttman scale and then calculated to obtain these results. Based on this data, students' engagement is still relatively low. With the findings of the observation results, students are still less active in the

classroom, learning methods are less varied and students are not fully involved in learning activities. Thus, in learning activities it is possible that some challenges occur.

Based on the preliminary data, in the effort of fostering student engagement, it is possible that there are challenges in it. Ginting (2021) states that these challenges can come from students as well as low teacher ability in classroom management. Besides that, teachers' low ability in creating engaging learning activities also can affect the students' engagement such as the use of lectures and practice questions that tend to be boring (Pedler et al. 2020). Gan (2021) investigate that the low ability can be in the form of mismatch or absence of material connection with real-world situations, lack of utilization of technology in learning, lack of differentiation of tasks according to the circumstances and interests of students, rarely in applying group learning or discussion (Fistonich, 2023). Teachers should know the impact of their teaching in the classroom, not just the material (Franklin & Harrington, 2019). Moreover, at the ninth-grade level, students are in the developmental phase of critical thinking. Therefore, it requires varied learning activities so that students feel interested in learning. From these findings it was found that it is very important for teachers to have proper guidance in designing and developing learning activities that could facilitate students' learning engagement. Thus, to limit the lack of innovative and engaging teaching methods in language classrooms, teachers can attend workshops, mentor with friends, and pay attention to student feedback. With this, teachers can improvise in teaching, so that efforts in fostering students' engagement could engage students cognitively, emotionally, and behaviorally. In this problem, a learning method that involves critical thinking, collaboration and communication is also needed.

Earlier, there were several researchers that discussed Project-Based Learning Methods. In this case, learning activities using the Project-Based Learning method are related to problem solving, collaboration, cooperation, responsibility, creativity, and critical thinking. First, the project-based learning method encourages students to explore broader ideas, investigate a problem which is directly related to students' critical thinking (Almulla, 2020). Secondly, Project-Based Learning gives students the opportunity to solve an existing problem, so that with this student can connect their theoretical knowledge with practical applications that can improve students' problem-solving skills because students are directly involved in the solution (Guo et al. 2020). Third, this method also plays a role in cooperation between students where students work on existing problems with groups, besides that this activity can establish good interactions between students, communication, conflict management, and decision making related to collaboration (Hidayati & Diponegoro

Tulungagung, 2023). Fourth, in this method students are freed to solve problems according to their own abilities so that students can develop their own creativity (Almulla, 2020).

Previously, there were several researchers who discussed the use of Project-Based Learning method in learning activities. However, the research is more inclined to improve critical thinking skills, problem solving and learning outcomes itself. Therefore, this research focuses on the application of Project-Based Learning method to increase student engagement is also an urgency in this research. In addition, not many have explored the use of Project-Based Learning methods that focus on increasing student engagement, considering that student engagement is an important aspect that must be considered in learning because it has a big effect, especially can include three dimensions, namely cognitive, emotional and behavioral engagement. Other than that, students' engagement can improve understanding, motivate students, improve learning outcomes, and reduce boredom (Hidayati & Diponegoro Tulungagung, 2023). Thus, research on student engagement using the project-based learning method needs to be carried out.

In conclusion, the urgency in this research focuses on the existing challenges related to low student engagement in one of the public schools in Singaraja, so this research refers to efforts to develop learning activities through an innovative method, namely Project-Based Learning. The general objective of this study is to utilize the Project-Based Learning method in enhancing students' engagement according to cognitive, emotional and behavioral dimensions in English language learning. In addition, this study focuses on the strategy of designing engaging learning activities. Because, after observation, there is no appropriate guidance to increase learning activities at that level, so it is necessary for us to use Project-Based Learning for the problem of students' engagement.

RESEARCH METHOD

This research uses the ADDE method from Richey & Klein (2007). This method is a development method that goes through several stages such as analysis, design, development, and evaluation. This research was conducted at SMPN 5 Singaraja, specifically in class IX E with a total of 32 students. Data collection in this study was observation, interview, document study, and questionnaire.

1. In the first stage, namely analysis, initial data collection will be carried out regarding student engagement in the classroom using data collection methods of observation, interviews, questionnaires, and document studies. Based on the results of data collection, it shows that the level of engagement is low: 73% cognitive, 87% emotional,

and 64% behavioral.

2. In the second and third stages, namely design and development, using blueprint data collection methods as a development step which includes objectives, materials, and activity plans that are aligned with PBL syntax.
3. Finally, the evaluation stage uses a linkert scale as a rubric for expert and user assessment. All results obtained using these methods were then analyzed. Data containing nominal elements and calculations are analyzed quantitatively, while data in the form of narratives will be analyzed qualitatively.

RESULT AND DISCUSSION

Observation

The observation process was carried out directly in the English class at SMPN 5 Singaraja. Observations were carried out from the start of the lesson until the end of the hour (11.15-12.15 Wita) with the material discussed, namely Exploring Fauna in Indonesia, Proboscis Monkeys and in the class, there were 32 students who participated in the lesson. In the observation of the teaching and learning process in this class using a Linkert scale with the description of the data as below

Engagements	Statements	Responden	Total Score	Average	Percentage	Total
Y1	X1	1	15	75	20	45.33
Y1	X3	3	15	75	20	
Y1	X12	2	15	75	20	
Y1	X14	5	15	75	20	
Y1	X15	4	15	75	20	
Y2	X5	2	10	75	13.33	
Y2	X7	4	10	75	13.33	
Y2	X8	1	10	75	13.33	
Y2	X10	1	10	75	13.33	
Y2	X11	2	10	75	13.33	
Y3	X2	3	9	75	12	
Y3	X4	2	9	75	12	
Y3	X6	2	9	75	12	
Y3	X9	1	9	75	12	
Y3	X13	1	9	75	12	

Notes: Y1 (Emotional Engagement), Y2 (Cognitive Engagement), Y3 (Behavioural Engagement).

X1: The students were enthusiastic about the topic.

X2: Students actively participate in discussions, questions, and responses in class.

X3: Students perform tasks with enthusiasm.

X4: Students engage in learning activities well.

X5: the teacher gives clear feedback to students.

X6: The teacher encourages students to interact and co-operate with each other.

X7: The teacher uses various communication techniques in explaining the material.

X8: The teacher uses a variety of sources.

X9: Teachers use aids and technology effectively.

X10: Classroom learning includes a variety of student learning styles (auditory, visual, kinesthetics)

X11: The method used allows students to think critically.

X12: The teacher manages time well during the lesson.

X13: Students follow rules and procedures well.

X14: The teacher provides fair and objective assessment of students' work.

X15: The teacher provides evaluation for each student activity.

Score Likert Scale		
Score	Code	Description
5	SD	Strongly Disagree
4	D	Disagree
3	N	Neutral
2	A	Agree
1	SA	Strongly Agree

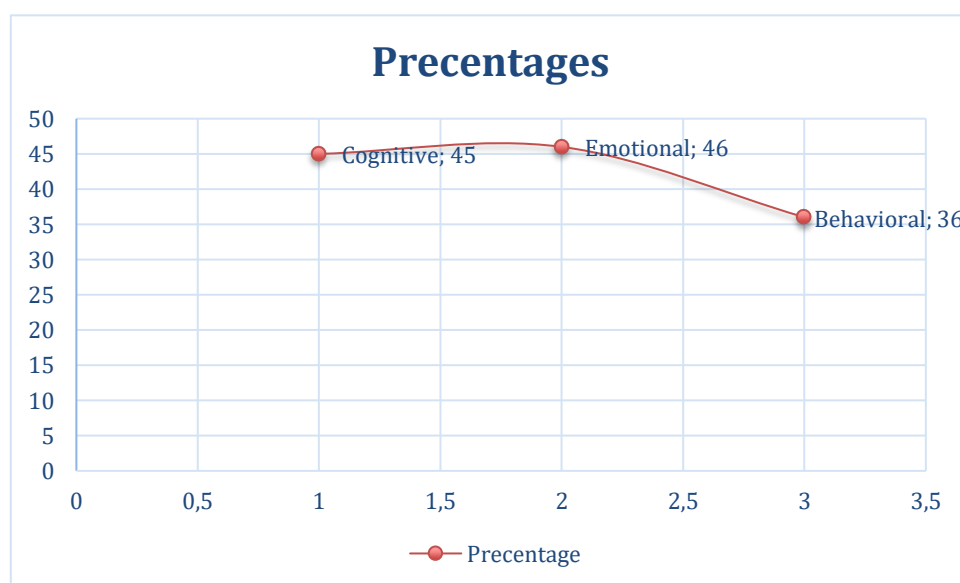
In the observation, there are four main points that are targeted, each of which contains several statements. Thus, the total number of statements in the observation is 15 (fifteen) statement items. Based on the analysis data above, it shows that 20% of students have not been maximally involved in emotional engagement, 13.33% of students have not been involved cognitively and 12% of students have not been involved behaviourally. Thus, it was found that the total percentage of student engagement based on the three dimensions of engagement was 45.33% in the observations phase. Apart from the statement in the observation, there are several important things that affect students' involvement during

learning. Firstly, when the teacher asked students to answer questions, students who raised their hands were relatively low (around 2-5 people) and sometimes they did not raise their hands but answered the teacher's questions with jokes. Secondly, most students are easily distracted, so they do not focus on the lesson and tend to be busy with their own business. Thirdly, the teacher tends to be teacher-centred in teaching so that the teacher takes more roles in the classroom. Fourth, teachers teach only using textbooks so that learning seems monotonous. Finally, there are still students who are not fluent in reading. In conclusion, the low engagement of students in the classroom is caused by various things and one of them is the weakness in teaching methods and teaching materials. Therefore, the development of student-centred learning activities is needed.

Result of Interview and Questionnaire

1. Result of Questionnaire

In this study, to obtain data questionnaires were also distributed to all students in class IX E. The distribution of questionnaires was carried out using printed media, researchers came to the school to distribute statement sheets directly. The type of questionnaire used is a Guttman scale, in which students are given several statements related to the three dimensions of student engagement, each of which has 5 statements. With the existing statements students are invited to choose the answer between yes or no, because the Guttman scale is a scale that determines the answer between two choices. The results of distributing this questionnaire were then analysed to produce a percentage as shown in the table below.

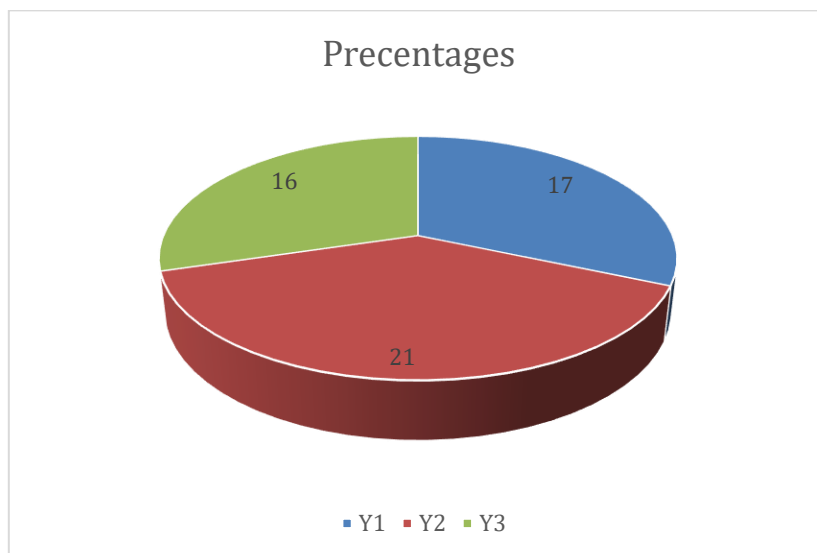


Based on this data, the data focuses on the lack of student engagement, so the answers that are focused on for analysis are the answers labelled 'No'. First, the dimension of cognitive engagement. In cognitive engagement, the indicator is student involvement in understanding and applying the material taught in class. Furthermore, the elaboration of these indicators, namely, Students get meaningful new information in learning (X1), Students have critical thinking about the material taught (X2), Students make detailed and easy-to-learn summary notes about the subject matter (X3), Students formulate questions related to the material taught (X4), Students apply learning (X5). So that the results of the cognitive dimension are obtained where there are 77 'yes' answers and 81 'no' answers so that based on the results of data processing there are 46% of students who have not been cognitively involved in class. Second, in emotional engagement, the indicator that becomes the focus is the involvement of positive emotional qualities that involve student motivation in participating in classroom learning. In relation to this indicator, there are also statements related to students' emotional conditions in lessons such as, students' readiness to learn (X6), trying to achieve learning expectations (X7), managing study time (X8), feeling happy when able to complete the assigned tasks (X9), interest in the material studied (X10). Based on these aspects, the same number of answers were obtained, namely 80 'yes' and 'no' answers respectively. With these results, getting data processing results as much as 45% of students have not been fully involved in learning. In the last dimension, namely behavioural engagement, the indicator that becomes the focus is related to student behaviour in taking part in learning activities in the classroom. In line with this indicator, there are several aspects that become points in statements such as active student participation in class (X11), actively participating in group discussions (X12), involving themselves in class discussions (X13), actively participating in class, including asking questions (X14), completing tasks on time. Based on these points, 99 "yes" answers and 63 "no" answers were obtained. Furthermore, the results of data processing based on these answers are 36% of students have not been behaviourally involved.

2. Result of Interview

The last data collection instrument is conducting interviews, this interview is addressed to English teachers who teach in class. In this interview step, the researcher has prepared several statements that lead to the three dimensions of student engagement and other learning aspects related to the teaching and learning process in the classroom. According to the opinion of the informant, student involvement in class is still relatively low because it

is caused by several factors such as student learning readiness, learning motivation, and learning situations and conditions especially during the last hour.



Notes: Cognitive Engagement(Y1), Emotional Engagement (Y2), Behavioural Engagement (Y3).

From the interview, it was found that 16% of students were not cognitively engaged in class, 21% of students were not emotionally engaged in class and 17% of students were not behaviourally engaged in class. When summarised, the total amount of student engagement in class is 54%.

CONCLUSION

In conclusion, the urgency in this research focuses on the existing challenges related to low student engagement in one of the public schools in Singaraja, so this research refers to efforts to develop learning activities through an innovative method, namely Project-Based Learning. The general objective of this study is to utilize the Project-Based Learning method in enhancing students' engagement according to cognitive, emotional and behavioral dimensions in English language learning. In addition, this study focuses on the strategy of designing engaging learning activities. Because, after observation, there is no appropriate guidance to increase learning activities at that level, so it is necessary for us to use Project-Based Learning for the problem of students' engagement.

REFERENCES

Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach to Engage Students in Learning. SAGE Open, 10(3).

<https://doi.org/10.1177/2158244020938702>

- Aydıb, S., Demir Atalay, T., & Göksu, V. (2018). Project-Based Learning Practices with Secondary School Students. *International Online Journal of Educational Sciences*, 10(3). <https://doi.org/10.15345/iojes.2018.03.015>
- Cents-Boonstra, M., Lichtwarck-Aschoff, A., Denessen, E., Aelterman, N., & Haerens, L. (2021). Fostering student engagement with motivating teaching: an observation study of teacher and student behaviours. *Research Papers in Education*, 36(6), 754–779. <https://doi.org/10.1080/02671522.2020.1767184>
- Fistonich, M. (2023). Factors of engagement: Secondary Pasifika student learning. *Teachers and Curriculum*, 23(1). <https://doi.org/10.15663/tandc.v23i1.423>
- Franklin, H., & Harrington, I. (2019). A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms. *Journal of Education and Training Studies*, 7(12), 1. <https://doi.org/10.11114/jets.v7i12.4491>
- Gan, S. (2021). The Role of Teacher-Student Relatedness and Teachers' Engagement on Students' Engagement in EFL Classrooms. In *Frontiers in Psychology* (Vol. 12). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2021.745435>
- Ginting, D. (2021). Student Engagement and Factors Affecting Active Learning in English Language Teaching. *VELES Voices of English Language Education Society*, 5(2), 215–228. <https://doi.org/10.29408/veles.v5i2.3968>
- Gladisia, N., Laily, N., Suci, N., & Puspitaningrum, E. (2022). Gambaran Student Engagement dalam Pembelajaran di Era New Normal. *Jurnal Psikologi*, 9(1). <https://doi.org/10.35891/jip.v8i2>
- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102. <https://doi.org/10.1016/j.ijer.2020.101586>
- Havik, T., & Westergård, E. (2020). Do Teachers Matter? Students' Perceptions of Classroom Interactions and Student Engagement. *Scandinavian Journal of Educational Research*, 64(4), 488–507. <https://doi.org/10.1080/00313831.2019.1577754>
- Hidayati, D., & Diponegoro Tulungagung, S. (2023). Assessment of Project-Based Learning: Evaluating Its Impact on Students' Writing Proficiency and Academic Outcomes. In *Journal: English Language and Literature in Education Journal* (Vol. 1, Issue 1). <https://elline-journal.com/index.php/ejournal>

- Li, J., & Xue, E. (2023). Dynamic Interaction between Student Learning Behaviour and Learning Environment: Meta-Analysis of Student Engagement and Its Influencing Factors. *Behavioral Sciences*, 13(1). <https://doi.org/10.3390/bs13010059>
- Liu, J., & Loeb, S. (2019). Engaging Teachers: Measuring the Impact of Teachers on Student Attendance in Secondary School. <http://annenberglbrown.edu/ai19-01>
- Muhammad, M. (2020). Promoting students' learning motivation through project-based learning using Muvizu in 21st-century education. In *Cypriot Journal of Educational Sciences* (Vol. 15, Issue 5, pp. 899–908). Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. <https://doi.org/10.18844/CJES.V15I5.5120>
- Pedler, M., Hudson, S., & Yeigh, T. (2020). The teachers' role in student engagement: A review. *Australian Journal of Teacher Education*, 45(3), 48–62. <https://doi.org/10.14221/ajte.2020v45n3.4>
- Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, 31(4), 2371–2391. <https://doi.org/10.1080/10494820.2021.1884886>
- Tholibon, D. A., Nujid, M. M., Mokhtar, H., Rahim, J. A., Rashid, S. S., Saadon, A., Tholibon, D., & Salam, R. (2022). The factors of students' involvement on student-centered learning method. *International Journal of Evaluation and Research in Education*, 11(4), 1637–1646. <https://doi.org/10.11591/ijere.v11i4.22314>.